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THE INSTITUTIONAL HIGH SCHOOL AND WHAT IT DOES FOR THE COMMUNITY

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Since the discussion of the red schoolhouse and its evolution into the great public-school system of today, pages upon pages have been written in discussing a wider use of the school plant. Much has been said for and against the academic school, the cosmopolitan school, the high school of commerce, and the technical high school. However, little has been said of the motive part of education or of the institutional side of the great modern school.

In the larger cities the school plants costing hundreds of thousands of dollars for grounds, buildings, and equipment must be held to strict account for definite returns from so large an outlay of money. The questions, "What can the high school do for the boy?" and "What can the high school do for the girl?" mean far more than material preparation, far more than academic or trade education during the allotted hours of the school day. Such institutions ought to be open day and night for the entire year. They should offer not only preparation for life's work from the financial side, but must give training which produces helpful citizens and a healthy community.

In the technical schools it is not difficult to find a motive for education. Motive is a large factor in discipline in schools of this type. The vocational school is easier to discipline than is an academic school, because the physical activity of the child absorbs much of his surplus physical energy. To the physical activity in a manual-training school add the motive in a technical school and you have ideal conditions so far as the teacher is concerned. Although the pupil does not usually specialize when he enters such a school, he has in most cases determined somewhat definitely his career before he is half through his first year.

Yet the problem of administration is a more difficult one. The modern school to produce maximum returns to the taxpayer must

be an institutional high school. The institutional high school must not only be what is now the function of the best technical schools, but must add to this more of the social and civic center work. Perhaps definite outlines of what is done in a particular school may be of greater interest than general definitions.

The West Technical High School of Cleveland attempts to shape its day courses so that the pupil has as great an earning power as possible whenever he stops school. The contact with the pupil and his home is as close as can well be. Each man teacher is assigned 30 boys from one neighborhood. These boys are *his* so long as they are in school. The teacher visits each home, makes friends with the parents, learns the boys' surroundings and tendencies, and therefore administers knowingly, not blindly. Each pupil at the plant works under the best possible conditions of administration whether it be in his 15 hours of book work, 15 hours of shop, or 3 hours of physical work a week. He works under no rules. He is a citizen and has the freedom as well as the restrictions of a citizen. He has privileges of which his father never dreamed. He has a 6-acre athletic field where he may play. He has at his command tennis courts, basket-ball courts, an outdoor study-hall, an outdoor gymnasium, indoor gymnasiums, shower-rooms, a library, a music-room, a domestic science restaurant.

Nor does his less fortunate brother who works in the daytime have much to regret in these advantages. Instruction in this school goes on continuously from eight-thirty in the morning until nine at night. The boy or girl, man or woman may come from work directly to the school. Here he may keep his clean clothes; a locker and shower-bath both are ready for him. He may exercise in the gymnasium, read in the library, get a wholesome supper at cost in the school café. This café is a part of the domestic science department and is run at cost on scientific, hygienic principles.

At present 65 printers' apprentices and journeymen are released by their employers earlier than the regular closing time. They reach the school at five o'clock, have an hour of printer's art under expert instructors, have half an hour in the gymnasium, then a shower bath and their supper, and are back at work at seven o'clock. This time in the printshop. At eight o'clock they leave

for home, better for the association which they have had at the school and better prepared for the trade which they follow. This arrangement is open to all trades and is taken advantage of by hundreds of men and women in Cleveland today. The school from three-thirty o'clock until nine is the working-man's college—a college which brings immediate returns to the individual and to the community.

Similar schools of the institutional type will do much toward answering the criticism of waste and expense in the public schools. The old-type school ran five hours a day for a time not exceeding two hundred days. What business investment of half to three-quarters of a million and with ordinary overhead expense could stand but one thousand working hours a year and live? In schools of the institutional type the teacher must forget that class instruction constitutes his day's work. That is only one-half his responsibility. Such schools mean consecration to school work, long hours devoted to the pupils' good, oftentimes repeated visits to a home, a long day. The increased duties are compensated by big educational returns and an increase in salary. These schools do not mean that a teacher is free at two, three, or four o'clock five days a week and all day Saturday. They mean that a teacher is subject to call twenty-four hours a day, seven days a week. The teacher's average time in the school building is nine hours fourteen minutes, daily; moreover, this does not include the time devoted to visits or homes or to outside preparation for class work. To the boy such schools mean better education, larger opportunity, better appreciation of the teacher, a clearer understanding of why school is; to the parent they mean a knowledge of school purpose and discipline, a feeling that the teacher has a personal interest in the individual pupil. In short, such schools mean that the school and the parent must divide educational responsibility. To the community they insure a better citizenship, better workmen, more earning power, improved civic conditions.

Such schools are possible in every community.